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ABSTRACT

Developed as a guide to resources in the Robert E. Kennedy Library at California Polytechnic State University, this bibliography includes a selective listing of books, microfiche, and reference materials on the topic of educational and psychological testing. The publications included either contain sample or entire test items, and discussions/reviews of both standardized and nonstandardized tests from preschool to adult levels. Special populations (e.g., the disabled, limited English-speakers) are also included. Useful subject headings in the card catalog are listed. Seventy-seven references with annotations are cited. Works containing sample test items are starred. A location key for call numbers is given. Subject and title indexes for the bibliography, keyed to entry numbers, are included. Computer-based bibliographic databases providing test information and selected journals and newsletters are listed. (BS)

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Bibliography Series Fourteen

TEST INFORMATION: A SELECTIVE ANNOTATED BIBLIOGRAPHY

Compiled by Ilene F. Rockman

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TEST INFORMATION: A SELECTIVE ANNOTATED BIBLIOGRAPHY

Compiled

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1984

INTRODUCTION

This bibliography includes a selective listing of books, microfiche, and reference materials on the topic of educational and psychological testing. Faculty and students, as well as practicing teachers, psychologists, mental health professionals, and behavioral scientists all require access to a wide variety of test materials.

Yet, the identification of a test or measurement instrument for diagnostic, assessment, or prescriptive purposes is not always an easy task.

This bibliography should make the process easier and less confusing. The publications included either contain sample or entire test items, and discussions/reviews of both standardized and nonstandardized tests from the preschool-adult levels. Special populations (e.g., the disabled, limited English-speakers) are also included.

All materials cited are available in the Robert E. Kennedy Library. Because the bibliography does not contain references to dissertations, ERIC documents, government publications, journal articles or masters theses, consult a reference librarian if more information is needed.

SUBJECT HEADINGS

Books containing tests and test reviews can be found by utilizing the subject portion of the main card catalog located on the first floor at the entrance to the Library, and through the subject catalog in the Learning Resources and Curriculum Department on the second floor of the Library. Both catalogs use the same subject headings, but do not duplicate holdings.

The following subject headings can prove to be useful:

Ability - Testing
Attitude (Psychology) - Testing
Criterion - referenced Tests
Education, Bilingual - Testing
Educational Surveys
Educational Tests and Measurement
Mentally Handicapped - Education - Evaluation
Motivation (Psychology) - Testing
Norm - referenced Tests
Personality Tests - Bibliography
Psychological Tests
Reading - Ability Testing
Sex Role - Testing
Social Science Research
Sociometry

CONTENTS

I. Introduction i

II. Subject Headings ii

III. General Background Information 1

IV. Annotated Bibliography 1

V. Indexes 1

Subject 14

Title 15

VI. Appendices 1

Keys to Call Numbers 13

Computer-based Bibliographic Databases 17

Selected Journals and Newsletters 18

GENERAL BACKGROUND INFORMATION

Helpful information about test usage and construction can be located in the following sources which provide a basic introduction to the topic:

(1) "Test Information, Sources of" in the Encyclopedia of Education. Vol 9, pp. 138-143. (Ref LB 15 E47).

Written by Henry S. Dyer of the Educational Testing Service, this article provides an illumination historical discussion of test issues in the twentieth century, identifies useful secondary sources, and chronicles the development of the Mental Measurements Yearbooks.

(2) "Test Use and Test Interpretation" in the Encyclopedia of Educational Research. 4th ed. London: Macmillan, 1969, pp. 1465-1467. (Ref LB 15 1969).

A project of the American Educational Research Association, this discussion identifies outstanding reviews of research at the secondary level, in counseling settings, for individual and group interpretation, and provides suggestions for interpretation by teachers and administrators.

(3) "Measurement in Education" in the Encyclopedia of Educational Research. 5th ed. Vol. 3. New York: The Free Press, 1982, pp. 1182-1190. (Ref LB 15 E48 1982).

The subsection "Sources of Information" discusses organizations and associations, periodicals, instructional texts, and evaluative sources to assist the researcher of educational measurement.

(4) "Test Selection" in the Encyclopedia of Educational Evaluation. San Francisco: Jossey-Bass, 1977, pp. 428-434. (Ref LB 2823 A65).

This bibliographic essay lists major U.S. test publishers, identifies sources for test reviews, discusses criteria for the selection of test instruments, and provides a listing of test review references.

* (5) Aero, Rita and Elliot Weiner. The mind test: 37 classic psychological tests you can now score and analyze yourself. New York: Morrow, 1981. (BF 176 A43).

35 scales, indexes, checklists, inventories, questionnaires, and tests are provided in full with instructions for scoring and interpretation. Topics include personality analysis, stress, anxiety, fear, mental and family relations, depression, vocation, and interpersonal relations.

SPECIFIC REFERENCES

Specific information about a particular test can be located in the following sources. Most titles will provide descriptive and/or evaluative reviews, as well as directory information concerning the publisher's name

and address, and citations to journal articles which have used the test as part of the research methodology. A subject and title index, and key to call numbers can be found at the conclusion of the listing.

(6) American Alliance for Health, Physical Education, and Recreation. Testing for impaired, disabled, and handicapped individuals. Washington, D.C.: AAHPER, 1976 (HV 3011 A655 1976).

This source provides descriptions of 64 tests of physical fitness, motor ability, and development. Some are standardized and nationally distributed, while others have been developed locally by schools.

(7) Andrulis, Richard S. Adult assessment: a sourcebook of tests and measures of human behavior. Springfield, IL: Thomas, 1977 (BF 176 A52).

Non-critical descriptions for approximately 150 published and unpublished instruments are provided according to ten characteristics of human behavior (e.g., intelligence, personality, vocational interest, aptitude, achievement, creativity). No sample test items are included.

(8) Assessing the learning disabled: selected instruments. 3rd ed. San Rafael, CA: Academic Therapy, 1981 (OVR LC 4704 M38 1981).

Approximately 485 instruments, many developed between 1977 and 1981, are briefly described but not critically evaluated. Information provides age/grade, amount of time required to administer, and publication sources.

(9) Backer, Thomas E. A directory of information on tests. TM Report 62. Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1977 (Ref WB 371.26 BAC 126 D).

This brief monograph includes an annotated bibliography of books, journal articles, and ERIC documents; a description of computerized retrieval systems; and a list of sources for "Keeping Current."

(10) Barrow, Harold M. and Rosemary McGee. A practical approach to measurement in physical education. 3rd Ed. Philadelphia: Lea and Febiger, 1979 (GV 436 B3 1979).

This source provides descriptive information on tests of motor ability, achievement, fitness and endurance, and for specific individual and team sports. Scoring instructions are included.

(11) Beere, Carole A. Women and women's issues: a handbook of tests and measures. San Francisco: Jossey-Bass, 1979 (HQ 1180 B43).

This source lists and describes 235 published and unpublished tests, scales, and inventories according to such categories as sex roles, marital and parental roles, and attitudes toward women's issues. Tests are suitable for use with all ages and both sexes, and the source contains sample questions along with references to research studies in which the instrument was used.

(12) Bonjean, Charles N. et. al. Sociological measurement: an inventory of scales and indices. San Francisco: Chandler, 1967 (Z 7164 S68 B6).

Over 1600 subject areas provide an exhaustive review of the sociological literature from 1954-1965. Descriptions are provided for 47 of the most frequently cited instruments in the American Journal of Sociology, American Sociological Review, Social Forces, and Sociometry.

*(13) Borich, Gary O. and Susan K. Madden. Evaluating classroom instruction: a sourcebook of instruments. Reading, MA: Addison-Wesley, 1977 (LB 2823 B67 and Ref WB 371.36 BOR64E).

This comprehensive descriptive review of 180 published and unpublished scales, questionnaires, tests, and checklists includes sample items from the instrument, along with information on the reliability, validity, norms, availability, administration, and scoring.

(14) Brislin, Richard W. Cross-cultural research methods. New York: Wiley, 1973 (GN 273 B7).

This source describes 30 published and unpublished measures appropriate for both children and adults.

(15) Buros, Oscar K. The mental measurements yearbooks.
v. 3 - (Ref LB 3051 B8)
v. 5 - (Ref WB 371.26 BUR93M)

These sources provide (1) critical reviews and complete bibliographic references to published standardized tests which are commercially available, and (2) lists and reviews of testing and measurement books. Each volume supplements the previous one and includes only new or revised tests, or update information concerning a previously reviewed test.

(16) _____. Personality tests in print. Highland Park, N.J.: Gryphon Press, 1970 (Ref BF 698.5 B87).

Two-thirds of this source includes the original test reviews and references on the construction, use, and validity of specific tests printed in the first six volumes of the MMY.

(17) _____. Reading tests and reviews: including a classified index to the Mental Measurements Yearbooks. Highland Park, N.J.: Gryphon Press, 1968 (Ref Z 5814 P8 B937).

This source provides 349 critical reviews of 158 tests which all appeared in the first six Mental Measurements Yearbooks. Categories include reading readiness, diagnostic tools, and instruments for oral and speed reading.

* Sample test items included.

(18) _____. Science tests and reviews. Highland Park, N.J.: Gryphon Press, 1975 (Ref Q 182 S36).

Consisting of the science sections of the seven Mental Measurements Yearbooks (1938-72), and the science portion of Tests in Print II (1974), this source includes no new information not previously published.

(19) _____. Vocational tests and reviews. Highland Park, N.J.: Gryphon Press, 1975 (Ref HF 5381.7 V58).

As with #18 above, this monograph is a "spin-off" publication consisting of the vocational sections of the seven Mental Measurements Yearbooks (1938-72), and Tests in Print II (1974) covering 400 vocationally-oriented tests.

(20) _____. Tests in Print.
v. 1 - (Ref WB 371.26 BUR93T)
v. 2 - (Ref LB 3051 B817)

First published in 1961, then in 1974 and 1983, this source supplements the information found in the MMY, and serves as a cumulative index to over 2400 commercially available, English-language tests and other materials reviewed.

(21) CSE Elementary School Test Evaluations. Los Angeles: Centre for the Study of Evaluation, University of California--Los Angeles, 1976 (OVR LB 1131 C3 and Ref WB 371.26 HOE67E).

This source includes 800 published tests for grades 1-6 which have been rated according to 36 evaluative criteria and are keyed to educational objectives of the elementary school classroom.

(22) CSE-ECRC Preschool/Kindergarten Test Evaluations. Washington, D.C.: Education Resources Division, Capitol Publications, 1971 (Ref WB 371.26 HOE67P).

Approximately 120 published tests are rated according to 24 evaluative criteria and presented in tabular format. Information is divided into separate sections for preschool (30-59 months) and kindergarten (60-72 months), is arranged by a hierarchy of educational goals and is indexed by that goal and by test title.

(23) CSE Secondary School test evaluations: grades 11 and 12. Los Angeles: Centre for the Study of Evaluation, University of California-Los Angeles, 1974 (Ref WB 371.26 HOE67S).

More than 1100 standardized tests have been rated according to 64 subjects corresponding to the goals of secondary education. Arrangement is similar to #20 above.

(24) Cattell, Raymond B. and Frank W. Warburton. Objective Personality and Motivation Tests: a Theoretical Introduction and Practical Compendium. Urbana, IL: University of Illinois, 1967 (BF 698.5 C3).

This source includes over 420 personality assessment instruments with information containing the theoretical framework, design, and scoring system, but not the authorship, availability, or validity.

(25) Christiansen, Harley D. Testing in counseling: uses and misuses. Tucson: Peter Juul Press, 1981 (BF 176 C48).

Chapters are devoted to the evaluation, use, and misuse of the General Aptitude Test Battery (GATB), Strong Campbell Interest Inventory (SCII), Kuder Occupational Interest Survey (KOIS), and the Minnesota Multiphasic Personality Inventory (MMPI).

(26) Chun, Ki-Taek. Measures for psychological assessment: a guide to 3000 original sources and their applications. Ann Arbor: Survey Research Center, Institute for Social Research, 1975 (Ref BF 698.5 C45).

This massive compilation of 3000 noncommercial, informal, and ad hoc instruments consists of two major sections:
(1) primary references from 26 journals published between 1960-70 which list the description, and
(2) application of the test identifying significant research in which the instrument was incorporated.

(27) Clemens, Patricia W. The psychologist's test file: an illustrated handbook of sample test items. Novato, CA: Academic Therapy Publications, 1983 (Ref WB 371.26 CLE59 1P).

This source provides explanatory information of how test scores are determined and provides examples of various tasks required of a test covering 14 different topics such as auditory discrimination, reading, and visual-motor coordination.

(28) Cohen, Louis. Educational research in classroom and schools: a manual of materials and methods. New York: Harper and Row, 1976 (LB 1028 E315).

More than 120 measurement devices are included, arranged under broad topics such as achievement, motivation, and self-concept.

(29) Cole, L.T. and T. Snope. Resource guide to multicultural tests and materials. Washington: American Speech-Language-Hearing Association, 1981 (Ref WB 371.26 COL 675R).

This report identifies tests and other instructional materials (filmstrips, games, books) for use with minority populations (Spanish speakers, Blacks, Asian/Pacific Islanders and Native Americans). Publishers and cost information is provided.

(30) Collins, D. Ray and Patrick B. Hodges. A comprehensive guide to sports skills tests and measurement. Springfield, IL: Thomas, 1978 (GV 436 C58).

Tests and batteries are provided for 28 team and individual sports. Test information provides directions for administering, equipment needed, and scoring instructions.

*(31) Compton, Carolyn. A guide to 65 tests for special education, Belmont, CA: Fearon, 1980 (Ref WB 371.26 COM739G).

This source includes academic (e.g., achievement), perception and memory (e.g., comprehension), speech and language (e.g., articulation), general intelligence, and bilingual tests all suitable for a population of special learners. Some sample items are included.

* Sample test items included.

*(32) Cook, John D. et al. The experience of work: a compendium and review of 249 measures and their use. New York: Academic Press, 1981 (HD 6955 E97).

Predominately unpublished instruments are reprinted in full in such areas as job satisfaction alienation, organizational climate, leadership style. A bibliographic essay outlining previous research usage precedes each test item.

*(33) Goldberg, Carlos. Women's liberation scale (WLS): a measure of attitude toward positions advocated by women's groups. 1976 (Microfiche F-48).

This 14 item likert scale is reproduced in full and expresses positions held by various women's groups. A brief introduction explains its purpose and use.

(34) Goldman, Bert A. and John L. Saunders. Directory of unpublished experimental mental measures. New York: Behavioral Publications. (Ref BF 431 G625). 1974 --

This source includes a survey of tests not available commercially which have been reported in journals and research reports. A brief description of each measure is provided according to a broad subject outline (e.g., education, psychology, sociology), along with a reference to the source which listed the test.

(35) Grommon, Alfred H. et. al. (ed). Reviews of selected published tests in English. Urbana, IL: National Council of Teachers of English, 1976 (PE 68 U5N2 1976).

Part two offers brief descriptive reviews of 58 standardized tests (language, writing, literature, but not reading skills) which include validity, reliability, and availability.

(36) A Guide to Assessment instruments for limited English-speaking students. New York: Santillana, 1978 (Ref WB 371.26 G6194A).

Developed by the American Institute for Research, this source provides descriptive, technical, cultural, and linguistic information for instruments to use with elementary age children whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog. Types of tests include language dominance, proficiency, attitude, self concept, and cognitive style.

(37) A Guide to tests of auditory processing abilities for young children. Fairfield, CA: Office of the Solano County Superintendent of Schools, n.d. (Ref WB 371.26 SOL41G).

This source includes descriptions of 12 tests for children from kindergarten through the secondary grades with information provided on skills, equipment, scoring, and availability.

(38) Handbook of Clinical Child Psychology. New York: Wiley, 1983 (RJ 503.3 H36 1983).

Included in the chapter, "Objective and Projective Testing of children" is a bibliographic essay on the use of the Rorschach Test, Thematic Apperception Test, Michigan Picture Test, Make a Picture Story Test (MAPS), Rosenzweig Picture-Frustration Study, and the MMPI.

* Sample test items included

(39) Hynd, George and John E. Obrzut. Neurological Assessment and the school-age child. New York: Grune and Stratton, 1981 (RJ 496 L4N48).
This source includes a section on diagnostic and clinical procedures which describes the Halstead-Reitan Neurological Test Batteries for children, and the Luria-Nebraska Children's Battery.

(40) Johnson, Barry L. and Jack K. Nelson. Practical measurements for evaluation in physical education. Minneapolis: Burgess, 1979 (GV 436.5 J63 1979).
Fifteen chapters cover various physical fitness and motor performance measurements with information on purpose, age levels, reliability, and scoring included.

(41) Johnson, Orval G. Tests and measurements in child development: a handbook. 2 vols. San Francisco: Jossey-Bass, 1976 (BF 772 J64 and REF WB 371.26 JOH62T).
Noncritical descriptions of over 12,000 unpublished measures of child behavior from birth to age 18 are included, with information provided as to administration, norms, validity, and reliability.

(42) Joiner, Lee M. Identifying children with special needs: a practical guide to developmental screening. Holmes Beach, FL: Learning Publications, Inc., 1978 (LC 4019 J58).
Chapter 10, "Instrument Profiles," identifies 137 instruments with a checklist of features (e.g., group test, easy scoring) and assessment of special needs (e.g., social, emotional, language, speech, visual).

(43) Kaufman, Alan S. and Nadeen L. Kaufman. Clinical evaluation of young children with the McCarthy scales. New York: Grune and Stratton, 1977 (LC 4704 K38).
This book provides clinical interpretations of the McCarthy test, a measure of the mental and motor abilities of children ages 2½ to 8½.

*(44) Kiernan, Chris and Malcolm Jones. Behaviour Assessment Battery. London: NFER, 1977 (BF 176 K53).
Thirteen criterion-referenced tests designed for use with profoundly handicapped persons are reproduced in their entirety. Types of tests include auditory, perceptual problem solving, self help skills, cognitive behavior, and emotional aspects of behavior.

(45) Kiesler, Donald J. The process of psychotherapy: empirical foundations and systems of analysis. Chicago: Aldine, 1973 (RC 480 K54).
Detailed discussion of standardized and experimental instruments and observational systems are included, with an arrangement by type of instruments.

*(46) Krug, Samuel E. Psychological Assessment in medicine. Champaign, IL: Institute for Personality and Ability Testing, 1977 (R 726.5 P78).
This source incorporates significant contributions by practitioners and specialists in terms of objective personality tests such as the 16 PF. Examples from the instruments are included with suggestions for interpretation.

* Sample test items included.

(47) Lake, Dale G. et. al. Measuring human behavior: tools for the assessment of social functioning. New York: Teachers College Press, Columbia University, 1973 (BF 698.5 L34).

Systematic reviews of 84 published and unpublished measures (e.g., motivation, interpersonal relations) are described with information provided concerning administration and scoring.

(48) Lehman, Paul R. Tests and measurements in music. Englewood Cliffs, NJ: Prentice Hall, 1968 (ML 3838 L43).

Included in this source are tests of musical aptitude (with reliability and validity); tests of musical achievement; and tests of performance and appreciation.

*(49) Lezak, Muriel. Neuropsychological assessment. New York: Oxford University Press, 1976 (QP 360 L52).

Sample test items are provided in this comprehensive sourcebook of instruments covering such areas as perception, manual dexterity, and memory.

(50) McCabe, Ron. McCabe's test handbook: a guide to tests used by speech pathologists, learning disabilities specialists, and special educators. Tigard, OR: C.C. Publications, 1978 (LB 1139 L#M28).

130 diagnostic and screening tests which assess bilingual functioning, language, speech, visual perception, auditory perception, motor proficiency, aptitude, social abilities, and IQ are described.

*(51) Miller, Delbert C. Handbook of research design and social measurement. 4th ed. New York: Longman, 1983 (H 62 M44 1983).

This source includes descriptions of over 50 instruments in such areas as social status, group dynamics, organizational structure, leadership, and satisfaction. Selected scales are reprinted along with scoring instructions.

(52) Oakland, Thomas (ed). Psychological and educational assessment of minority children. New York: Brunner/Mazel, 1977 (BF 722 P78).

The appendix contains an annotated bibliography of 27 language dominance measures including the Basic Language Competence Battery (BLCB) and the Test of Language Development (TOLD). Each description indicates the purpose, type of test, description, cost, validity, realiability, administration, and scoring procedures.

(53) Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments. Portland: Northwest Regional Educational Laboratory, 1976 (Ref WB 371.26 SIL390).

Descriptions of 24 tests (commercially available, undergoing development and/or field testing, and experimental) are provided, along with administrative and interpretive procedures.

*(54) Peters, Lawrence et. al. Women as manager scale (WAMS): A measure of attitudes toward women in management positions. 1974 (Microfiche F-44).

The development of this 21-item attitude scale is discussed and reproduced in full.

* Sample test items included.

(55) Pfeiffer, J. William et. al. Instrumentation in human relations training: a guide to 92 instruments with wide application to the behavioral sciences. 2nd ed. La Jolla, CA: University Associates, 1976 (HM 134 P45 1976).

This guide provides lengthy descriptions of over 80 published behavioral science tests and scales, including information on length, time, use and availability.

(56) Pulin, Diana. Special education: a manual for advocates. Cambridge, MA: Center of Law and Education, Gutman Library, 1982 (KF 4210 P95 1982 V.1).

Chapter 3, "Educational evaluations," includes good explanations of the strengths and weaknesses of various intelligence, personality, and achievement tests. It also provides a listing of tests used in psycho-educational evaluations available in a comparative chart format.

(57) Reid, Margaret I. Guidance in the secondary school: an annotated bibliography of literature, materials, and tests. NFER occasional reports, 2nd series. Windsor, Berkshire, England: NFER Publishing Company, 1976 (Z 5814 P8R43).

Published by the National Foundation for Educational Research, section 7 contains brief descriptions of over 50 published tests appropriate for use in high school counseling and vocational guidance settings.

*(58) Robinson, John P. et. al. Measures of occupational attitudes and occupational characteristics. Ann Arbor, MI: Survey Research Center, Institute for Social Research, University of Michigan, 1969 (JA 74.5 R6 Appendix A).

This source reproduces 80 instruments and evaluatively describes them in such areas as job satisfaction, job attitudes, occupational values, and leadership styles.

*(59) _____. Measures of political attitudes. Ann Arbor, MI: Survey Research Center, Institute for Social Research, University of Michigan, 1968 (JA 74.5 R6).

With an appendix added in 1974, this source contains over 100 instruments reproduced in full and evaluatively described. Subjects covered include liberalism-conservatism, international affairs, racial and ethnic attitudes, political practices, and attitudes toward the political process.

*(60) _____. Measures of social psychological attitudes. Ann Arbor, MI: Survey Research Center, Institute for Social Research University of Michigan, 1973 (Ref WB 371.26 ROB563M).

Over 125 instruments (largely unpublished and reproduced in full) are included covering such subjects as self-esteem, alienation, and authoritarianism.

* Sample test items included.

*(61) Schopler, Eric and Robert Jay Reichler. Individualized Assessment and treatment for autistic and developmentally disabled children. volume 1: Psychoeducational profile. Baltimore: University Park Press, 1979 (HV 3004 S36 v.1).

This source describes in detail the reliability, validity, administration, scoring, and interpretation of the Psychoeducational Profile (PEP) scale, as well as reproducing the instrument which has been used effectively for over 15 years.

*(62) Schiavi, Raul C. The assessment of sexual and marital function. New York: Human Sciences Press, 1979 (BF 692 A85).

This source, a special issue of the Journal of Sex and Marital Therapy, contains a detailed look at the scales designed to measure one or more aspects of sexual activity and marital interaction. Each measurement item provides a general description; information on availability, reliability, validity; and bibliographic references.

*(63) Shaw, Marvin E. Scales for the measurement of attitudes. New York: McGraw-Hill, 1967 (BF 378 A75 S45).

This source critically describes and reproduces 176 instruments on such topics as social issues, and political and religious attitudes.

*(64) Simon, Anita and E. Gil Boyer. Mirrors for behavior III; an anthology of observation instruments. 2 vols. Wyncote, PA: Communication Materials Center, 1974 (LB 1131.5 S55 1970).

105 analysis instruments are described and reprinted covering seven major categories--affective, cognitive, psychomotor, activity, content, sociological structure, and physical environment.

(65) Southworth, Lois et. al. Screening and evaluating the young child: a handbook of instruments to use from infancy to six years. Springfield, IL: Thomas, 1980 (LB 1132 S68).

Reviews of 163 commercial and noncommercial group and individual, instruments are included.

(66) Spache, George D. Diagnosing and correcting reading disabilities. 2nd ed. Boston: Allyn and Bacon, 1981 (Ref WB 371.26 SPA11D).

The chapter, describes 20 instruments in detail, particularly in terms of validity and reliability.

*(67) Spence, Janet and Robert Helmreich. The attitudes toward women scale: an objective instrument to measure attitudes toward the rights and roles of women in contemporary society. 1972 (Microfiche F-40).

This 55-item scale focuses in the vocational, educational, and intellectual roles of women, and is reproduced in full.

(68) Straus, Murray A. and Bruce W. Brown. Family measurement techniques: abstracts of published instruments 1935-1974. Rev. Ed. Minneapolis: University of Minnesota Press, 1978 (HQ 728 S86 1978).

813 commercial instruments are noncritically described. Topics covered include premarital, husband-wife, parent-child, and sibling relationships.

* Sample test items included.

(69) Swanson, H. Lee. Educational and psychological assessment of exceptional children: theories, strategies, and applications. St. Louis: Mosby, 1982 (LC 3969 S94).

Chapters are devoted to standardized instruments to assess intelligence, language assessment, perceptual/motor assessment, academic achievement and diagnoses, behavior, and affective competence.

(70) Taylor, Ronald L. Assessment of exceptional students: educational and psychological procedures. Englewood Cliffs, New Jersey: Prentice Hall, 1984 (LB 1131 T274 1984).

Descriptions relevant research, and suggested usage are provided for achievement tests, diagnostic academic tests, intelligence tests, adaptive behavior tests, perceptual-motor tests, language tests, tests for emotional and behavioral problems, academic-skills assessment, and developmental skill assessment.

(71) Tests: a comprehensive reference for assessments in psychology, education, and business. Kansas City: Test Corporation of America, 1983 (BF 176 T43 1983 and Ref WB 371.26 TES289).

Over 3000 published tests for children and adults are noncritically described. Clear information is provided for the purpose, use, cost availability, and intended audience.

(72) Tarczan, Constance. An educator's guide to psychological tests. Springfield, IL: Thomas, 1972 (LB 1131 T23).

This source includes descriptions of frequently used published tests, with emphasis on special education and remedial techniques. Included are the Stanford-Binet Intelligence Scale, Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for children, and others.

*(73) Tests on Microfiche. Princeton, N.J.: Educational Testing Service, 1974 to date. (Uncataloged. Kept in Learning Resources and Curriculum Department).

Over 1600 unpublished research instruments (e.g., checklists, questionnaires, surveys, inventories) are available on microfiche along with brief descriptive information.

(74) Walker, Deborah Klein. Socioemotional measures for preschool and kindergarten children: a handbook. San Francisco: Jossey-Bass, 1973 (LB 1115 W22).

This guide to measures for children aged 3 to 6 contains detailed descriptions of 143 commercial and noncommercial tools arranged by category-attitudes, personality, interests, self concept, etc. Also provided are norms, validity, availability, reliability, and citations to references.

(75) Wall, Janet. Compendium of standardized science tests. Washington, D.C.: National Science Teachers Association, 1981 (Ref WB 371.26 WAL154C).

This source includes 23 elementary, 7 middle/junior high, 20 secondary, and 2 special education standardized science tests. Descriptions cover content, reliability, validity, norms, administration, and availability.

* Sample test items included.

(76) Wylie, Ruth C. The self concept: a critical survey of pertinent/ research literature. Lincoln: University of Nebraska, 1961 (BF 698 W9 1961).

This source reviews a wealth of research instruments including Q-sorts, questionnaires, rating scales and adjective checklists. Chapter 4 contains lengthy critiques of 14 published instruments that have been used in 12 or more research studies of self concept.

(77) Zytowski, Donald G. (ed). Contemporary approaches to interest measurement. Minneapolis: University of Minnesota Press, 1973 (HF 5381.5 C63).

This source provides detailed descriptions of individual inventories including the Strong Vocational Interest Blank, Minnesota Vocational Interest Inventory, Kuder Occupational Interest Survey, Minnesota Importance Questionnaire, Ohio Vocational Interest Survey, and Work Values Inventory.

KEY TO CALL NUMBERS

Reference Superscript above these call letters:

WB	Learning Resources and Curriculum Department (2nd floor)
All other letters	Reference Department (1st floor)

Circulating Books and Periodicals*

A - F	2nd floor
G - PN	3rd floor
PM - PZ	4th floor
R - Z**	5th floor

*Except recent journals	Current Periodicals (2nd floor)
**Except WB	Learning Resources and Curriculum Department (2nd floor)

SUBJECT INDEX

(Keyed to entry numbers)

ASSESSMENT - 7, 8, 26, 44, 46, 47, 49, 70

ATTITUDE - 58. 59. 60. 63

BILINGUAL - 31, 36, 53

BUSINESS - 71

CHILDREN - 38, 39, 41, 42, 43, 52, 65, 74

CLASSROOM - 13, 21, 22, 23, 28, 57

CULTURE - 14, 29

FAMILY - 5, 68

HANDICAPPED - 6, 8, 31, 42, 50, 56, 61, 69, 70

MARRIAGE - 5, 62

MUSIC - 48

PERSONALITY - 5, 16, 24

PHYSICAL EDUCATION - 10, 30, 40

POLITICS - 59, 63

READING - 17. 27, 66

SCIENCE - 1[illegible], 75

SELF CONCEPT - 60, 76

VOCATIONAL GUIDANCE - 5, 19, 25, 77

WOMEN - 11, 33, 54, 67

TITLE INDEX

(Keyed to entry number)

Adult Assessment: a sourcebook of tests and measures of human behavior - 7
Assessing the learning disabled - 8
Assessment of exceptional students - 70
Assessment of sexual and marital function - 62
Attitudes toward women scale - 67

Behavior assessment battery - 44

CSE Elementary school test evaluations - 21
CSE-ECRC Preschool/Kindergarten test evaluations - 22
CSE Secondary School test evaluations - 23
Clinical evaluations of young children with the McCarthy scales - 43
Compendium of standardized science tests - 75
Comprehensive guide to sports skills tests and measurement - 30
Contemporary approaches to interest measurement - 77
Cross-cultural research methods - 14

Diagnosing and correcting reading desabilities - 66
Directory of information on tests - 9
Directory of unpublished experimental measures - 34

Educational and psychological assessment of exceptional children - 69
Educational research in classrooms and schools - 28
Educator's guide to psychological tests - 72
Encyclopedia of Education - 1
Encyclopedia of Educational Evaluation - 4
Encyclopedia of Educational Research - 2, 3
Evaluation classroom instruction - 13
Experience at work - 32

Family measurement techniques - 68

Guidance in the secondary school - 57
Guide to assessment instruments for limited English-speaking students - 36
Guide to 65 tests for special education - 31
Guide to tests of auditory processing abilities for young children - 37

Handbook of clinical child psychology - 38
Handbook of research design and social measurement - 51

Identifying children with special needs - 42
Individualized assessment and treatment for autistic and developmentally disabled children - 61
Instrumentation in human relations training - 55

McCabe's test handbook - 50
Measures for Psychological Assessment - 60
Measures of occupational attitudes and occupational characteristics - 58
Measures of political attitudes - 59
Measures of social psychological attitudes - 60

TITLE INDEX

(Continued)

Measuring human behavior - 47
Mental measurements yearbooks - 15
Mind test - 5
Mirrors for behavior - 64

Neurological assessment - 49
Neurological assessment and the school-age child - 39

Objective personality and motivation tests - 24
Oral language tests for bilingual students - 53

Personality tests in print - 16
Practical approach to measurement in physical education - 10
Practical measurements for evaluatior in physical education - 40
Process of psychotherapy - 45
Psychological and educational assessment of minority children - 52
Psychological assessment in medicine - 46
Psychologist's test file - 27

Reading tests and reviews - 17
Resource guide to multi-cultural tests and materials - 29
Reviews of selected published tests in English - 35

Scales for the measurement of attitudes - 63
Science tests and reviews - 18
Screening and evaluating the young child - 65
Self concept - 76
Sociological measurement - 12
Socioemotional measures for preschool and kindergarten children - 74
Special education - 56

Testing for impaired, disabled, and handicapped individuals - 6
Testing in counseling - 25
Tests - 71
Tests and measurements in child development - 41
Tests and measurements in music - 48
Tests in print - 20
Tests on microfiche - 73

Vocational tests and reviews - 19

Women and women's issues - 11
Women as managers scale - 54
Women's liberation scale - 33

Computer-based Bibliographic Databases Providing Test Information*

Child Abuse and Neglect

Educational Testing Service Test Collection

ERIC (Educational Resources Information Center)

Exceptional Child Education Resources

Excerpta Medica (EMBASE)

Language and Language Behavior Abstracts

MEDLARS/Medline

Mental Measurements Yearbook

National Clearinghouse for Mental Health/Mental Health Abstracts

PSYCINFO

School Practices Information File

SciSearch

Social Science Citation Index

Sociological Abstracts

*Contact a Reference Librarian for Further Information

Selected Journals and Newsletters

From the Learning Resources and Curriculum Department:

(1) ETS Developments. Princeton, N.J.: Educational Testing Service. Quarterly. (Test Table).

UNBOUND: 28--, 1982--

(2) News on Tests. Princeton, N.J.: Educational Testing Service. 10/Year. (Test Table).

UNBOUND: 4--, 1982--

From the Main Collection:

(3) Educational and Psychological Measurement. Durham, N.C.: The Publisher. Quarterly. (Per BF 1 E3)

BOUND: 2-42, 1942-1982

MICROFILM: F. 42--, 1982--

LATEST UNBOUND ISSUES IN CURRENT PERIODICALS

(4) JEM, Journal of Educational Measurement (Continues Journal of Educational Measurement). Washington, D.C.: National Council on Measurement in Education. Quarterly. (Per LB 1131 A1N32)

BOUND: V. 15--, 1978--

LATEST UNBOUND ISSUES IN CURRENT PERIODICALS

(5) Measurement and Evaluation in Guidance. Washington: Association for Measurement and Evaluation in Guidance. Quarterly. (Per LB 1027.5 M38)

BOUND: V4--, 1971--

LATEST UNBOUND ISSUES IN CURRENT PERIODICALS